



Electronic Data Reporting Template

Guidance Activities Results Report (Large Group)

School: Fillmore Middle School

Target Group: All 5th- 8th grades

Target Group selection is based upon: School Improvement plan

Key Word: Behavior

ABSTRACT

This large group project was developed to determine if School wide positives such as “Mustang Pride Tickets” given by teacher/faculty and then placed into a school wide drawing on a weekly basis will improve student behavior while decreasing tardies, planning center referrals, and sluffs.

PROJECT DESCRIPTION

The UBI Team created a “Mustang Ticket” program that will encourage teachers and faculty members to give specific positive feedback to students for good behavior. These tickets are given to students who then turn them in to a weekly school drawing. Teacher’s names are also on the ticket, so that when the student receives a prize if their name is drawn, the teacher also receives a prize. Data was collected over several month to determine if these school wide positives had an influence on planning center referrals, tardies and sluffs.

Introduction

- **Guidance Curriculum:** Class time instruction/discussion, presentations, structured groups to provide positive reinforcements that encourage students to perform academically and behaviorally..
Responsive Services: Counseling staff is able to attend to the needs of students more effectively because more teachers are taken an active effort to be positive and use incentives.
System Support: Parents were notified when students received 3 or more positive tickets to let them know that we as a school appreciate the efforts of their children to demonstrate appropriate and good behaviors.

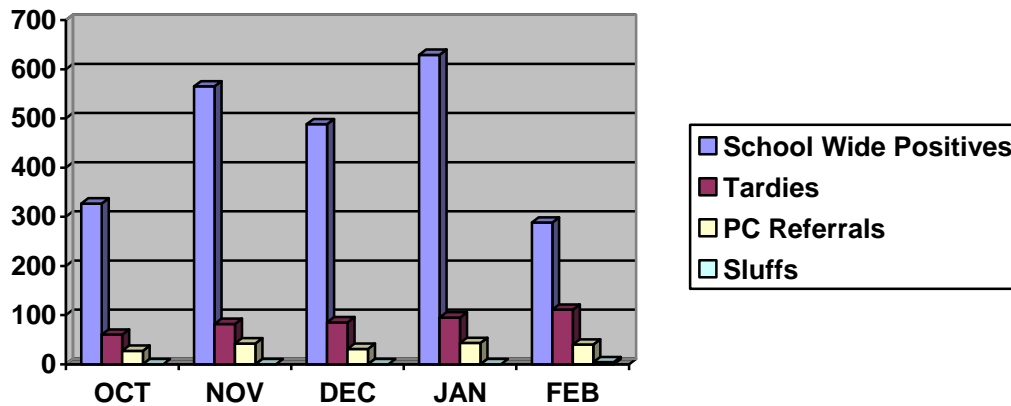
Participants

- 295 Students
- All 5th-8th graders

Method

- UBI Team meetings to determine incentives and procedures
- Mustang Pride tickets made available to each teacher and staff member at FMS
- Incentives/rewards purchased for school drawings.
- Teacher training on what constitutes good behaviors
- Data recording procedures implemented by using computer software.
- Data recorded from Oct. 2007-Feb 2008

RESULTS



DISCUSSION

It is determined by the data that when school wide positives are higher it is most likely that behavior problems will decrease. Several months there were hundreds of positives given out. Our behavior problems as a result were kept to a minimum. It is interesting to observe the month of February when only 288 positives were given and our highest rate of behavior problems occurred.

From this project we can identify the need for positive reinforcement. These small acts of rewards can help to create positive behaviors within the school. We notice that there throughout most months there were not sluffs, However during the month of February when our lowest number of positives were given out, then we had 4 sluffs.

I will like to compare this years results with that of next year to determine if there is a direct correlation between the particular months or if it is solely determined by the number of positive incentives.



Electronic Data Reporting Template

Closing the Gap Results Report (Small Group)

School: Fillmore Middle School

Target Group: 7th grade girls

Target Group selection is based upon: data from bullying survey

Key Word: relational aggression

ABSTRACT

This project is a series of lessons that promote positive school climate, while helping young girls become aware of what bullying/relational aggression is and how to deal with it. These group activities/sessions provide in depth discussions that center on communication skills, problem solving skills self-esteem issues and social positions within society, this has been a 9 week process that has involved 34 girls in the 7th grade.

PROJECT DESCRIPTION

Introduction

This project is a result of continual relational aggression activities happening with the girls particularly at the 7th grade level. Because bullying involves unethical, cruel and at times dehumanizing behaviors, the comprehensive guidance program at Fillmore Middle School began implementing the Empower Program to help prevent these hurtful behaviors.

These group sessions involve all the seventh grade girls at Fillmore Middle School. These group sessions have been incorporated into the 7th grade health class, as part of the healthy living unit. Once/twice a week the counselor takes one full period to facilitate discussions, role plays, introduce behavioral strategies that help these girls understand relational aggression and bullying.

The intended purpose of this 9 week program is to help students become aware of the various components of relational aggression, understand social positions, build coping strategies and improve self-esteem and self worth.

Participants

- 34 Seventh grade girls

Method

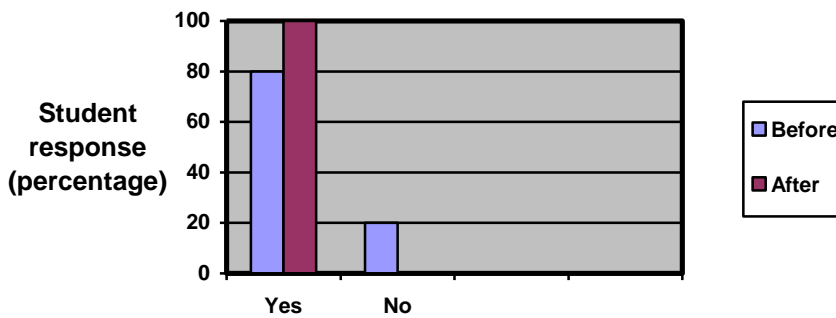
- **Guidance Curriculum:** Class time instruction/discussion, presentations, structured groups to provide insight into healthy living practices. Sessions were held in the 7th grade health class once and sometimes twice a week. Both the counselor and health teacher co-taught this program with the help of a paraprofessional.
Responsive Services: Counselor was able to attend to the needs of groups and individual students in order to build self-esteem. Small group/individual counseling for those students who feel like they need to further discuss certain elements of that days session.
System Support: Parent letters were sent out prior to this program to inform parents of the program, and invite them listen or visit with the counselor anytime concerning any information or concerns they may have.
- **Resources required:** Training on the Empower Program for counselor/facilitator.
- **Project Start and end dates:** February 5th-April 9th

- **Evaluation Methods:** Student surveys: see attached
- **Counselor:** Becky Callister
- **Curriculum and Materials used:** Empower Program: Owning Up

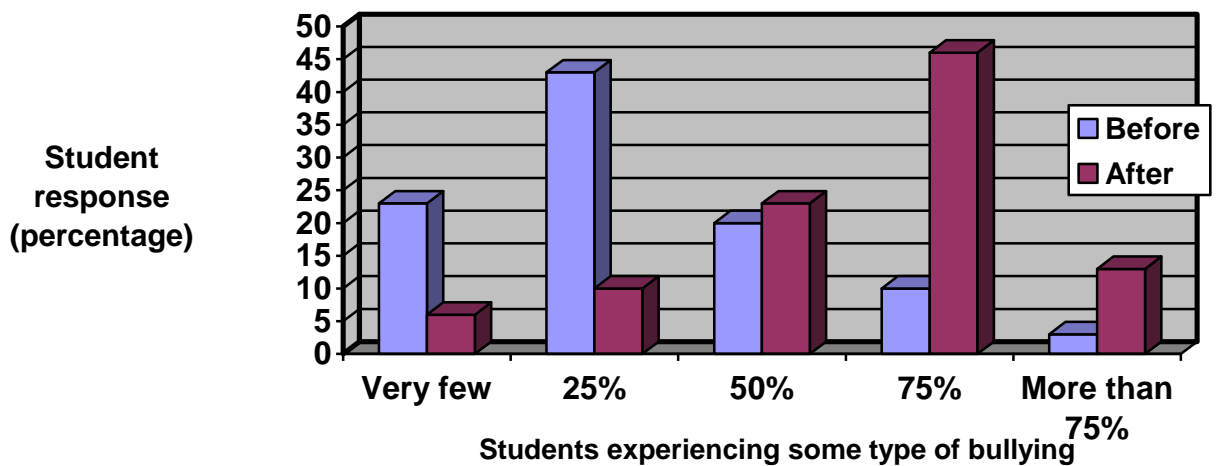
RESULTS

Results are based on survey taken before and after the 9 week Empower Training Program.

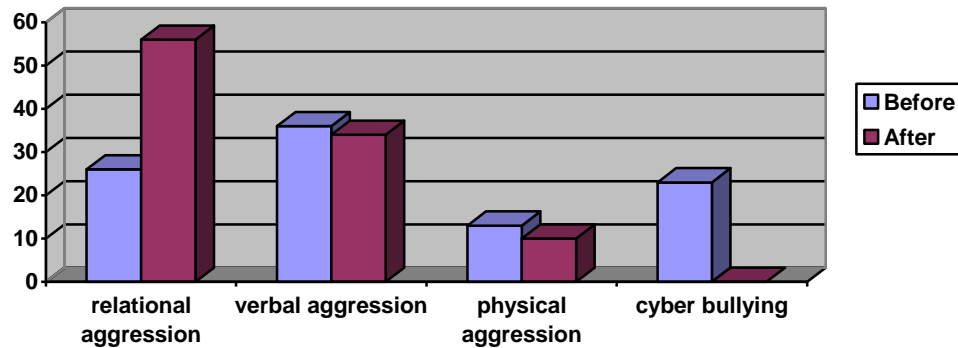
Question 1: Is bullying happening at your school?



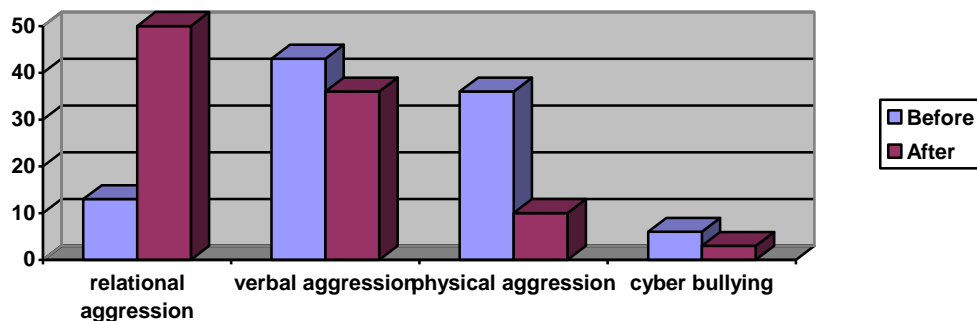
Question 2: How prevalent is bullying at your school?



Question 3: Which form of bullying do you perceive as the most common?



Question 4: Which form of bullying do you consider as the most serious?



Open ended questions at the end of survey. Many of these answers were repeated over and over

- Who is most often the victim of bullying?
Unpopular kids
Little kids
Shy people
Sad kids
Kids who don't stick up for themselves
Kids who have lots of problems
Somebody who doesn't have friends
Nerds
Weak kids
- Who is most often the bully?
Popular kids- I
Girls that think they know everything
Mean kids/people

Bad kids
Girls who think they are high and mighty/special and cute
Bigger kids
Somebody who doesn't have friends
Kids with low self-esteem
Kids who get bullied at home
People who don't feel loved

- Do you or have you felt like you were the victim of bullying? Why?
Yes- girls have yelled at me for things I didn't do. My friends leave me out. Name calling.
People talk bad about me. Once or twice maybe.
No –I'm nice to everyone
- At times, have you been the bully? Why?
Yes- I leave people out. I say mean things. I sometimes push and shove/fight
No- because I am nice. I wouldn't want to hurt others. I'm to quiet
Maybe- Sometimes I'm not so nice

DISCUSSION

The data was very interesting to compare after the 9 week Empower Program. Most girls believed that bullying only happened to sometimes. Only a few girls understood that relational aggression was a form of bullying. This was extremely interesting as we would discuss and role play different situations and circumstances that go on in relational aggression. Most the girls in the group had many "AHA" moments as they realized that they were either bullied or were the bully as they would treat their friends bad. (Especially after we spent one full lesson talking about teasing and hurting feelings and then justifying it with the statement "just kidding.")

I was very glad to see that the girls became more aware of the seriousness of relational aggression and the part they play in it. Many of the girls assumed that bullying was only physical. However, by the end of the program, I believe they were more knowledgeable concerning the different types of bullying that goes on everyday that they didn't pay attention to before.

The open-ended questions were also very interesting to read. The survey before indicated to me that girls thought bullies and being bullied only happened to those girls who were looking for trouble, or "mean" girls. The responses to the survey after were a little different. Most answers indicated that people, who bullied were those who really had no self-esteem, or self worth.

I believe this was quite an effective and eye-opening experience for most the girls. I held numerous small group sessions after each lesson for girls who were struggling with the topic we had discussed. There have been several comments from the administration, parents and teachers about the difference they are seeing in many of the girls.

Next year when I teach/facilitate this same program, I will include different questions on the survey that deal with communication and problem solving strategies. We spent a majority of time throughout these 9 weeks discussing how to cope, manage and solve

problems. I always enjoyed the girl's responses after they would use these strategies. They couldn't wait to share with the group. It was especially fun when they would use these strategies with their parents!

I feel that I have learned so much by running this group. I was quite hesitant before it started because in the training it was suggested that the largest group only consist of 10 students. I had 34 students, which at times seemed chaotic, but it worked out O.K. I just had to set a lot of time aside right after for girls who wanted time to discuss different issues. I am already excited and thinking about next year's program. In fact, my principal has liked it so much that he wants me to run groups with the 5th and 6th grades next year.